St Matthew's Catholic Primary School

Safeguarding Plan 2026

Version: V.1

Last updated: March 19, 2026

Brisbane Catholic Education

teaching · challenging · transforming

Our Safeguarding Commitment

As an agency of the Archdiocese of Brisbane, we have a zero tolerance for all forms of abuse and are committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

Accessibility

Brisbane Catholic Education is committed to providing accessible services to people from all culturally and linguistically diverse backgrounds. If you have difficulty understanding this document, you can contact Translating and Interpreting Service National on 13 14 50 to arrange for an interpreter to translate it for you.

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Attributions

Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: St Matthew's Wall of Belonging
Co-created artwork by Jennifer Kent and St Matthew's YAAMA Students, (2021)

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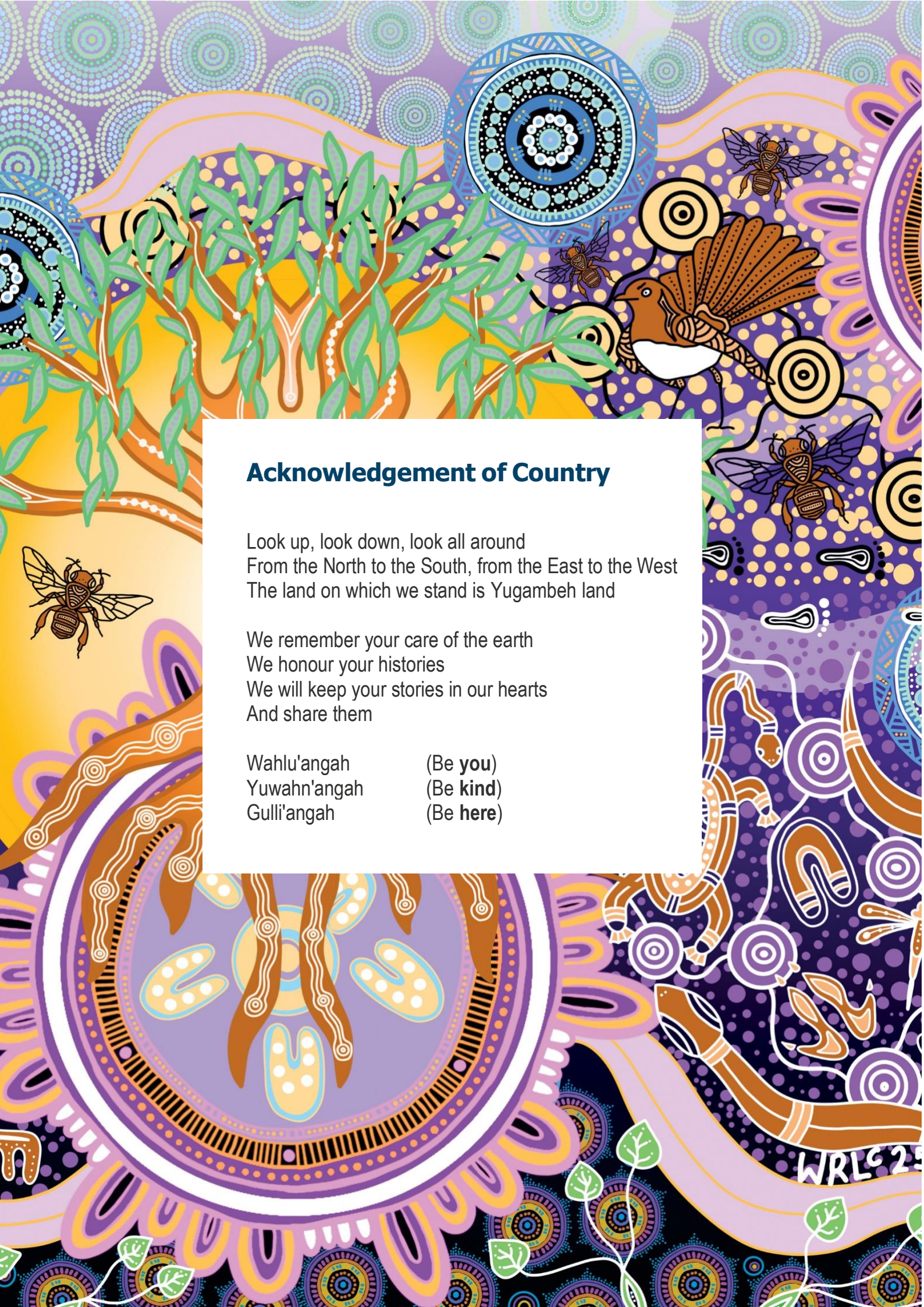

Acknowledgement of Country

Look up, look down, look all around
From the North to the South, from the East to the West
The land on which we stand is Yugambeh land

We remember your care of the earth
We honour your histories
We will keep your stories in our hearts
And share them

Wahlu'angah	(Be **you**)
Yuwahn'angah	(Be **kind**)
Gulli'angah	(Be **here**)

Introduction

> **Because wherever a child or vulnerable person is safe, there you serve and honour Christ.**
>
> Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.

St Matthew's Catholic Primary School,Cornubia is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

We are guided by our Christian Catholic Tradition and the teachings of Jesus Christ who advocated for the protection of children and the marginalised. Our mission to teach, challenge and transform through our educational endeavours is actioned by Catholic Social Teaching, as part of the Archdiocese of Brisbane.

The Queensland Government recently introduced new Child Safe Standards. These Standards clearly outline what child safe organisations must do to create environments where children are protected, respected and able to speak up. They focus on building safe, welcoming cultures, hearing and valuing children's voices, working closely with families, celebrating diversity, making sure the right people work with children, responding quickly to concerns, and always looking for ways to improve safety.

> The Archdiocese has **zero tolerance** for all forms of abuse and is committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows St Matthew's to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

As a Catholic school within the Archdiocese of Brisbane, we honour the Archdiocesan Safeguarding Commitment and uphold the values of Catholic education in our safeguarding practices.

This School Safeguarding Plan is developed in consultation with students, families, and employees, and is contextualised to our local school environment. It reflects our commitment to continuous improvement, cultural safety, and child-centred practice, and is supported by both Brisbane Catholic Education policies and procedures and school-specific safeguarding actions. Further Information about BCE wide practices can be accessed here.

For more information or to request accessible formats, please contact the school Principal.

The Child Safe Standards

Standard 1: Leadership and Culture
Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture.

Standard 2: Voice of children
Children are informed about their rights, participate in decisions affecting them and are taken seriously.

Standard 3: Family and community
Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 4: Equity and diversity
Equity is upheld and diverse needs respected in policy and practice.

Standard 5: People
People working with children are suitable and supported to reflect child safety and wellbeing values in practice.

Standard 6: Complaints management
Processes to respond to complaints and concerns are child-focused.

Standard 7: Knowledge and skills
Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training.

Standard 8: Physical and online environments
Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.

Standard 9: Continuous improvement
Implementation of the Child Safe Standards is regularly reviewed and improved.

Standard 10: Policies and procedures
Policies and procedures document how the entity is safe for children.

Universal Principle
Requires child safe entities to provide an environment that promotes and upholds the right to cultural safety.

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:

The Universal Principle

Ensuring cultural safety through the Universal Principle is essential for Aboriginal and Torres Strait Islander students and families.

While the Principle intentionally focuses on First Nations children, the cultural safety indicators which make up the Principle are designed to adopt a proactive and comprehensive approach to safeguarding, ensuring that policies, and practices are inclusive for all children, particularly those who may be marginalised or vulnerable.
The Universal Principle is embedded within all 10 Standards.

Cultural Safety Indicators

1 **Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.

2 **Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.

3 **Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.

4 **Sharing power and decision-making** – Decision-making pr

The Cultural Capability Framework

This framework enables Brisbane Catholic Education to develop a workforce grounded in Aboriginal and Torres Strait Islander cultural humility, enabling responsive and innovative practices that contribute to Reconciliation. The Cultural Capability Framework and Molum Sabe assists our workforce to critically reflect on individual and organisational practices and develop effective practices across four cultural standards:

Teaching
Culturally responsive teachers

Relationships
We develop relationships

[7] Alignment with National Catholic Safeguarding Standards: Standard 7 Ongoing Education and Training | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s16, 4 (c)

Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed[8]

Brisbane Catholic Education's commitment to Standard 8

BCE is committed to creating healthy, safe and productive physical and online environments that support student wellbeing, prevent harm and safeguard everyone involved in our activities. We take a holistic, strengths-based approach that recognises all dimensions of a child's wellbeing – physical, social, spiritual, emotional and cultural. Building plans are reviewed with a focus on environmental risks that may affect children's safety. The BCE Health, Safety and Wellbeing (HSW) Policy and BCE Safeguarding Guidelines for School Design provide practical guidance to build safe, inclusive spaces with strong visibility, supervision and access control. To support online safety, BCE aligns with the eSafety Commissioner's Best Practice Framework and delivers the Australian Curriculum for Online Safety (P–10). The Acceptable Use of Devices and Digital Resources agreement promotes safe digital behaviour and is supported by content filters and monitoring tools. Policies such as the Employee Code of Conduct, IT Acceptable Use Policy and Privacy Policy outline expectations for safe online behaviour. BCE provides guidance to help schools maintain safe digital environments, and student safety considerations are embedded in risk assessments, school risk registers and organisation wide risk management processes.

What Standard 8 looks like at our school:

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[8] Alignment with National Catholic Safeguarding Standards: Standard 8 Safe Physical And Online Environments | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 18 (1) s19

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved[9]

Brisbane Catholic Education's commitment to Standard 9

BCE is committed to continual review, learning and strengthening of safeguarding practice across both system and school levels. Ongoing improvement ensures our policies, frameworks and practices evolve in response to emerging issues, data and feedback, and remain effective in preventing harm and promoting wellbeing. System wide reviews are carried out by the Assurance Team, Risk and Compliance Team and through school accreditation processes. These reviews assess the effectiveness of safeguarding measures and identify opportunities to strengthen practice. Critical incidents also trigger structured post incident reviews to identify risks, evaluate responses and enhance wellbeing supports for students and employees. Governance committees, including Safeguarding, Risk and Assurance, and People and Safety, monitor trends and support system wide improvements. Schools are supported to monitor their own safeguarding indicators, such as Blue Card compliance, attendance, bullying and wellbeing data, enabling a local cycle of review, reflection and continuous improvement.

What Standard 9 looks like at our school:

6W 0DWWKHZ¶V &DWKROLF 3ULPDU\ 6FKRRO HQVXUHV WKDW ongoing reflection, UHYLHZ DQG LPSURYHPHQW &RQWLQXRXV LPSURYHPHQW aligns to the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards.

(DFK VHPHVWHU RXU VFKRRO UHYLHZV NH\ VDIHJXDUGLQJ SUDFWLFHV /HDGHUVKLS 7HDP PHHWLQJV 7KHVH UHYLHZV IRFXV RQ DUHDV VWXGHQW DUHDV VWXGHQW DQG VWDII XQGHUVWDQGLQJ RI WKH UROH DQG YRLFH RI WKH VFKRRO FDQ GHYHORS WKURXJK WKH SURJUDP LGHQWLI\ DUHDV IRU LPSURYHPHQW DQG LPSOHPHQW FKDQJHV LQ D WL

Professional learning plays a crucial role in welcoming continuous improvement. Ongoing staff formation in child protection responsibilities, reporting obligations and risk identification is regularly reviewed and refined to reflect current legislation and system guidance. Through intentional review cycles, evidence-EDVHG DQG FROODERUDWLYH GHFLVLRQ PDNLQJ DQG FRPPXQL Child Safe Standards are not static requirements, but practices that our lived out each day continually strengthening the safety and wellbeing of all students.

2XU 6WXGHQW 6XSSRUW 7HDP PHHWV ZHHNO\ DQG WKH 6WXGHQW 3URJUHVV WKDW LQIRUPV VWXGHQW OHDUQLQJ SURJUHVV (QJDJH VEWKHGHPHQW 7KHVH PHHWLQJV VXSSRUW D KROLVWLF XQGHUVWDQGLQJ RI VWXGHQW DEVHQFH HQJDJHPHQW ZLWK OHDUQLQJ DQG WDUJHWHG LQWHUYHQWLRQV 3ULQFLSDO DQG $VVLVWDQW 3ULQFLSDOV $3 $GPLQLVWUDWLRQ 3URJUHVV DQG WLPHO\ DFWLRQ

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[9] Alignment with National Catholic Safeguarding Standards: Standard 9 Continuous Improvement | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(6)(a) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s20

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children[10]

Brisbane Catholic Education's commitment to Standard 10

The Archdiocese of Brisbane Safeguarding Framework guides safeguarding practice across all Catholic entities, including BCE. The BCE Safeguarding Policy sits within this framework and is supported by a range of policies, procedures and guidelines designed to protect student safety and wellbeing. Under the BCE Policy Governance Framework, all policies are reviewed at least every three years through consultation, governance checks and formal approval. This ensures they remain current, reflect best practice and continue to support student safety, wellbeing and cultural safety. Consultation ensures policies reflect lived experience and meet the diverse needs of school communities. BCE is also working to make policies easier to understand and use, including creating child friendly resources. Policies and procedures are accessible to students, families, volunteers and third parties through BCE and school websites, and are available internally to employees through Spire. Safeguarding responsibilities are embedded in the BCE Leadership Capability Framework, ensuring leaders consistently communicate, model and apply policy requirements.

What Standard 10 looks like at our school:

At St Matthew's Catholic Primary School, Cornubia, we have clear, accessible and consistently implemented safeguarding policies and procedures. The school aligns fully with Brisbane Catholic Education (BCE) system-wide safeguarding frameworks, ensuring that all policies and procedures meet legislative requirements and the expectations of the Child Safe Standards.

While St Matthew's does not maintain separate school-specific policies, leaders and staff apply BCE policies and procedures that are specifically designed to address child safety and wellbeing. These policies provide clear guidance on expected behaviours, reporting obligations, risk management, complaints handling and responses to concerns, ensuring consistent and compliant practice across all areas of school operations.

BCE safeguarding policies and procedures are informed by best-practice child protection frameworks and are regularly reviewed and updated to remain current and effective. At the school level, staff are inducted into and supported to implement these practices through induction processes, ongoing professional learning and clear communication with staff and volunteers.

School leadership ensures that safeguarding policies and procedures are communicated, presented and understood by all members of our school community. St Matthew's makes key safeguarding information readily and easily accessible to the school community. Key information is communicated to families through the provision and delivery of cohort and class parent information evenings, fortnightly school Newsletters and other school communications, providing transparency and focussing on shared accountability for child safety. St Matthew's also supports diverse learners by providing safeguarding information in appropriate formats where required.

All staff, volunteers and visitors to St Matthew's are required to understand and implement BCE safeguarding policies as part of their professional responsibilities.

Through these practices, St Matthew's fosters a culture and environment that effectively support a safe, child-centred environment where student wellbeing is prioritised.

[10] Alignment with National Catholic Safeguarding Standards (NCSS): Standard 10 Policies And Procedures Support The Safety Of Children And Adults | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) s 2 (3-6) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)

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